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INTERPRETING A THREE YEARS' HOMEMAKING PROGRAM
IN A RURAL HIGH SCHOOL TO THE COMMUNITY
THROUGH A COORDINATED OPEN HOUSE

by

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CHAPTER I

INTRODUCTION

During the last few years one of the most discussed phases of homemaking education is an enriched program which will help adults more adequately solve the problems of home and family living. Hatcher and Andrews¹ state the need for such adult education very clearly:

If adults are to be efficient parents and cooperative citizens, they must also learn to meet new and varied conditions both in the home and in the community. Until they recognize and appreciate the many problems involved, they will not be able to pass on to the coming generation the cultural values to which it is entitled.

For adults, this education means keeping up with changes in housekeeping techniques, with more efficient budgeting, with better preparation and serving of meals, with new ways of maintaining optimum health for each member of the family, and with innumerable other phases of the mechanics of living. It also means acquiring a better understanding of the relationships involved in home and community life, especially in terms of more adequate child training. And finally, none the less important, is the continued personal development of adults for the purposes of promoting wholesome, cooperative living through self growth and self expression.

The fact that there is a need for adult education does not automatically result in its being provided and used. Hatcher and Andrews² continue:

Although research has shown that adults can learn, this does not necessarily imply that they do learn. The chief obstacle to effective adult learning is one of motivation. Many people feel that the termination of school represents an end to all formal learning. Still others become so involved in their daily tasks that they think they have no time for anything else. Many who do have leisure time prefer to spend it in physical rather than in mental exercise. Actually only a very small percentage of adults are voluntarily interested in the

¹ Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Homemaking (New York: Houghton Mifflin Company, 1943), p. 338.

² Ibid., p. 338.

pursuit of knowledge or the acquisition of physical and intellectual skills. This means that the burden of responsibility for fostering adult education rests on those who believe that there is a genuine need for this type of learning.

Since schools represent the medium through which people are most easily educated, the responsibility of fostering adult education rests primarily on the school system.

The development of an adult education program in homemaking for Stoneville is especially important because: many pupils marry during or soon after high school and become homemakers, or quit school early to work. For many of the older adults homemaking was not available when they were in school. Even those who have had homemaking need help in keeping up with the current information.

As a first step in interesting adults in a homemaking program, an open house, a social-learning situation, was planned to show what the homemaking department could offer to help them in their home and family living problems and to interest them in securing help.

The open house was carried out by pupils in two first year, two second year, and one third year homemaking classes in Stoneville High School, Stoneville, North Carolina.

The open house was evaluated by pupils in writing on an evaluation blank and by selected parents orally during home visits. The comments were tabulated and interpreted by the investigator.

No previous research pertinent to the problem was found; therefore, there is no literature review.

CHAPTER II

OPEN HOUSE AS A WHOLE

The teacher began to think about and plan for the open house a year in advance. It was her desire that the open house grow out of the regular homemaking program rather than be thrown together at the last minute.

During the spring of 1950 a child care unit was taught which prepared the way for the child's play center displayed at the open house. Food units were also taught which laid a foundation for the quick development of the food displays. Plans for remodeling the living room were made which were carried out in the fall of 1950.

At the beginning of the fall term the teacher made a schedule spreading the preparation of display material throughout the term (Table I).

The pupils were brought in on the planning a month before open house was given. Each class was given an opportunity to suggest ideas which could be presented and each student was allowed to choose an idea she wanted to present in the form of a poster, exhibit, or demonstration. Approximately one third of these displays used at the open house were the idea of the teacher, about one third were ideas of both the teacher and pupils, and about one third were the ideas of the pupils (Table III).

It was also the teacher's desire that the displays presented at the open house be representative of all homemaking subject matter areas. A classification of demonstrations, exhibits, and posters under subject matter areas indicates that this was done rather successfully (Table II).

The night of the open house, about 100 guests, about one-half from

TABLE I
CALENDAR FOR PREPARATION OF DEMONSTRATIONS, EXHIBITS, AND POSTERS

Date	First year sections		Second year sections		Third year section
	1	2	1	2	
Oct. 20			Display of color schemes.*	Display of woods and materials	Poster on consumer buying of food
Oct. Nov.	Construction steps in clothing, fitting pattern, cutting, marking, basting, zipper, collar, hemming				Short cuts in food preparation
Nov. 1	Machine attachments*		Pressing points	Washing a sweater, care of clothes, spot removal	Budgeting poster*
Dec. 1	Table setting from jewelry and dime store*		Assembly of teen-age ward- robe made by girls.	Assembly of teen-age ward- robe bought on low cost.	
Dec. 15			Sewing notions	Closet storage and accessories*	Cabinet planning*
Jan. 1	Display of children's books and toys				Booklets on housing

CALENDAR FOR PREPARATION OF DEMONSTRATIONS, EXHIBITS, AND POSTERS, Continued

Date	First year sections		Second year sections		Third year section
	1	2	1	2	
Jan. 21			Demonstration and use of electric mixer	Demonstration and use of pressure pan*	
Feb.	Refreshment table and refreshments				

*Ideas modified when time actually came.

TABLE II

CLASSIFICATION OF DISPLAYS UNDER SUBJECT MATTER AREAS

		Skill and Techniques	Art	Family Economics and Home Management	Health	Family Relation- ships	Child Care
Food	Table setting		x				
	Quick method of making cake with electric mixer	x		x			
	Food buying hints			x			
	Deep fat frying	x			x		
	Salads	x	x		x		
	Short cuts in food preparation	x		x	x		
	Hospitality					x	
Clothing	Construction steps	x					
	Spot removal	x					
	Washing sweater	x					
	Pressing	x					
	Color types		x				
	Clothes buying hints	x		x			
	Garments made for various occasions		x	x			
	Good grooming	x	x				
	Short cuts in ironing	x	x		x		
	Posture		x	x	x		

CLASSIFICATION OF DISPLAYS UNDER SUBJECT MATTER AREAS, Continued

		Skill and Techniques	Art	Family Economics and Home Management	Health	Family Relation- ships	Child Care
Housing	Flower Arrangement		x				
	Making a lamp	x	x				
	Remodelled living room		x	x		x	
	Child's play center (Table setting)						x
	(Making cake with electric mixer)						
	(Clothes closet suggestions)						

TABLE III

SUBJECT MATTER TO BE PRESENTED BY THE OPEN HOUSE

Original ideas	Person responsible		Ideas carried out
	Teacher	Pupil	
Table setting	x		x
Pressure pan	x		
Food buying hints	x		x
Short cuts in food preparation	x		x
Clothes closet suggestions	x		x*
Clothes buying hints	x		x
Staylines	x		x
Home projects	x		x
Housing booklets	x		
Cabinet planning	x		
Budgeting	x		
Electric mixer	x	x	x***
Refreshments	x	x	x
Pressing techniques	x	x	x
Spot removal	x	x	x
Care of clothes	x	x	x
Washing sweater	x	x	x
Construction of garment	x	x	x
Zippers	x	x	x
Hems	x	x	x
Making belts	x	x	x
Child's play center	x	x	x
Types of woods	x	x	
Color schemes for rooms	x	x	
Flower arranging	x	x	x
Making cake	x	x	x
Salads		x	x***
Deep fat frying	x	x	x
Meal planning		x	
Storing food		x	
Preparing a meal		x	
Displaying garments made in class		x	x
Figure types		x	
Color types		x	x
Choosing cosmetics		x	x
Manners		x	x
Posture		x	x
Washing hair		x	x**
Washing face		x	x

SUBJECT MATTER TO BE PRESENTED BY THE OPEN HOUSE, Continued

Original ideas	Person responsible		Ideas carried out
	Teacher	Pupil	
Manicure		x	x
Family relations skit		x	
Boy-girl relations skit		x	
Making a lamp		x	x
Decorations for special occasions		x	x
Wrapping gifts		x	
Choosing rugs		x	

*Carried out by another graduate student, not by pupils

**Prepared by a pupil who was unable to carry it out the night of open house

***Combined with another idea

town and half from country, were greeted by pupil hostesses as they entered at the main entrance. They were escorted down the main hall to the library, where many exhibits were displayed. In this room, some students were washing a sweater, demonstrating good grooming practices and clothing construction steps, modeling garments made for various occasions, making a lamp; others were exhibiting a child's play center, clothes buying hints, and clothes closet suggestions.

Some exhibits were placed in the hall between the library and the homemaking department. These were: home projects, table setting, decorations for special occasions, and the refreshment table. After having seen these exhibits and being served refreshments by pupil hostesses, the guests entered the homemaking department at the end of the hall.

In the all purpose laboratory, pupils were demonstrating deep fat frying and short cuts in food preparation, making a cake with an electric

mixer, preparing salads, pressing, removing spots, and demonstrating short cuts in ironing. Two posters were on the bulletin boards: color types and food buying hints.

In the living room, which the guests entered from the laboratory, pupils showed the guests the remodeled room. Flower arrangements added to the attractiveness of the room.

CHAPTER III

EVOLUTION OF DETAILS OF OPEN HOUSE

For each separate demonstration, exhibit, or poster in the various subject matter areas, the teacher describes the way in which the idea for portraying the subject matter developed out of regular class units, first in the teacher's mind, and second as a result of teacher-class discussion. Comments are made on the way in which the idea was carried out by the pupil. In some cases, comments are also made on the quality of the presentation and the value for the particular student.

Hospitality. The first year class, section 1, was chosen to prepare refreshments and be hostesses since they had finished the foods unit. They were excited about preparing the refreshments, but were a little shy about having to greet guests.

A rainbow color scheme was chosen, and pictures of sandwiches were studied to find suggestions to use for refreshments. Rolled, open face, and ribbon style sandwiches were chosen, with cream cheese colored green, red, and yellow as the filling. Cranberry punch was suggested since that had been served at their Christmas FHA party. Refrigerator cookies were chosen because they could be made up in advance and were easily stored after baking. To add interest and variety, green and red colored sugar was sprinkled on some cookies and some were cut heart, round and diamond shaped.

The girls studied rules of greeting guests, rules of serving guests, and proper etiquette to use when eating refreshments.

Hostessing was divided into "areas": to greet at entrance, to greet at library doors, to greet at homemaking department, to preside at refreshment table, and to be in the hall and help replenish refreshment table. The girls drew for these positions. They were afraid they would be "tongue-tied" when guests arrived, and practiced speeches for an emergency.

They also suggested someone to be chosen to care for small children who might come, but decided to let the older girls who had studied that subject and who were preparing the child care exhibit be responsible for any children who were present.

During the week before the open house, one day was set aside for experimenting on sandwich making, and finding recipes for cookies and punch. Two days were used in making refreshments served at the open house. The classes were divided into groups, with the teacher helping prepare cookies and sandwiches. The cookies were stored in covered containers borrowed from the lunch room. The sandwiches were wrapped in dampened cloths to keep from drying out, and stored in the refrigerator.

The night of the open house, the student hostesses were in their places to greet the guests. Some of the girls were rather shy, others were very charming and gracious. Everyone enjoyed the refreshments and the hospitality.

Flower arrangements. The students wanted to have a demonstration for arranging flowers but decided to arrange them in advance for different positions in the homemaking rooms. The places chosen in the living room were book case, drop leaf table, chest, and coffee table. Other places to have flowers were to be the book case in the all purpose room, the refreshment table, and the library.

Materials to be used were pussy willows (forced), flowering shrubs (forced), Christmas cactus, plants and dishes for dish gardens, an odd shaped limb, old stump, and figurines. The pupil's description is found in Appendix A, p. 42.

The two girls who volunteered to arrange the flowers found examples of arrangements they wanted to follow, and modified them to the materials on hand and the position. The arrangements looked very pretty and received many comments because of the unusual treatment of commonplace materials.

Remodeled living room. The plans for remodeling the living room were made last spring and carried out this fall by the third year class. The room, which is a combination living room and dining room, had a faded blue couch, pink draperies which were too short, and two slip covers which were faded and worn looking.

The color scheme was planned around the grey walls and draperies which had to be used again. The FHA club paid for having the couch reupholstered a dark green, an unfinished chest was varnished to match the couch, the draperies were cut window sill length, book cases were built under the windows, a cornice board placed across the top of the windows, the end tables refinished a blonde color, and a grey slip cover made for one chair. A finger painting, done by a second grade pupil, with green the predominating color, was mounted in a grey frame, also finished by the students, and hung over the green chest. The small accessories were painted by the students to help carry out the color scheme. A small rug was purchased and placed in front of the couch. Attractive flower arrangements completed the room.

The night of the open house, students explained what had been done in class and the methods used.

Making a lamp. The class were given directions for making lamps and were urged to make lamps for home practices. Miss Malone, Duke Power representative, had given a demonstration on lamp making and correct lighting.

When discussing the open house, Alma wanted to demonstrate the lamp she had made from an oil lamp as a home project. Sue, who wanted to demonstrate correct lighting, decided to work with Alma, and stress the importance of proper lighting. At the open house, they showed the kinds of light bulbs for different activities, and the best types of shades to select. Many guests stopped by their table to ask questions and watch Alma set up the electric lamp.

Decorations for special occasions. The decorations for the special occasions exhibit was an original idea with the students and grew out of the Christmas decorations unit. Although the teacher thought this was of less value than some other suggestions, she realized that the participation and development of the individual pupils were of importance. The two students who were so interested in having the decorations exhibit were not interested in helping with any other exhibit or demonstration.

They decided to take a few occasions for which a housewife might need to plan a table or hall decoration. These were Easter, Christmas, Valentine's day, and a shower for a bride-to-be. Magazines and booklets were used to find ideas. The girls made the decorations for each of the occasions and listened to class criticism before setting up the exhibit

for the guests.

The night of the open house the girls were there early to be in their places. Their exhibit received a lot of attention and many questions were asked, which the girls answered clearly and intelligently.

Modeling garments made for various occasions. This display evaluated the clothing unit of the second year class. After many suggestions by members of the class, the girls decided to stress the importance of making garments which could be used for many occasions. Six garments which best met these requirements were modeled by the girls.

The guests were surprised to find that the girls could sew so nicely. Many complimentary remarks were made about the garments. A write-up of this display appears in Appendix A, p. 43.

Manners. This topic was illustrated by the use of stick figures on posters. Twelve rules were illustrated, each being applicable to parents as well as pupils. These posters were unfortunately placed in the wrong position and were not noticed by the guests.

Color types. This poster, using colored pictures from magazines, was made by the teacher to illustrate the four color types: blond, red head, brownette, and brunette. Materials of various colors and textures, suited to each type, were grouped in a circle around each picture. This poster was headed: "Which is your color type?"

The poster was placed on a bulletin board in the all purpose laboratory. Very few people noticed the poster, even though it was in a conspicuous place, because there was no student to call attention to it, or to explain the significance of the poster.

Clothing construction steps. This exhibit was prepared by showing the step by step process of making a cotton dress. Illustrative material had been prepared by the teacher as the class needed the instruction in their clothing classes. A Simplicity pattern similar to the students' patterns was chosen.

Staylines and center front and fold lines were marked

Darts basted, sewed, and pressed

Gathers put in

Sleeves gathered, pinned, basted, and sewed in

Cuffs and collars sewed, clipped, and correctly sewed on

A zipper put in step by step

The waist line joined together with darts folded toward the center lines

Hemming shown step by step

Belts and buckles covered

The illustrative material was mounted on manilla folders for uniformity and ease in filing, and each step clearly explained in writing.

This material was exhibited on a table. Pupils were also demonstrating pinning a pattern on material, cutting and marking the piece with a tracing wheel, and marking a hem. Much interest was shown in this exhibit, and the girls enjoyed showing their parents the various steps in the construction of a garment.

Good grooming. The first year class was very interested in working up a class exhibit on the steps in correct grooming. Steps in washing the face, washing hair, manicuring the nails, and care of clothing were worked up by the girls. One girl was to summarize the exhibit by showing

a picture of a well groomed girl who was glowing with vitality and perfect health.

The night of the open house, the girls demonstrated very nicely. The guests were very much impressed with the fact that the girls were taught so much in their good grooming classes.

Posture. This topic was worked in with the good grooming demonstration. One student used a poster showing a well groomed girl who had correct posture. The posture was not emphasized as much as it might have been.

Washing a sweater. This demonstration grew from the good grooming class in which the teacher washed a sweater and asked each member of the class to do one as a home practice.

Sara, a timid, quiet girl volunteered to work up the demonstration for open house. She showed how to carefully wash and rinse the sweater, wrap it in a towel to take out excess moisture, pin it down on brown paper to keep it from shrinking while drying.

The demonstration was given nicely and many guests asked questions which were clearly answered.

Spot removal. This demonstration was the result of a unit taught on care of clothes. When the class began discussing open house, a demonstration on removing spots was suggested by Wanda. She had been very disinterested and a discipline problem, but became excited about her participation in the event. She was given materials from the files to work up a demonstration.

She chose four materials most commonly worn by Stoneville school

girls and four spots most commonly found on Stoneville school girl's clothes. She practiced these until she was able to get the stains out without any trace.

She gave an excellent demonstration and created a great deal of interest among the guests. They asked several questions which she answered well.

Clothes closet suggestions. The teacher had planned for the pupils to do this exhibit, but another graduate student who was particularly interested in this wanted to work it up, and the teacher was glad to let her do it to leave full class time for other projects. The girls were very interested and excited in seeing what one of their teacher's classmates would contribute.

The exhibit showed closet accessories which could be bought or made at home. Folders were prepared to give step-by-step instructions on making the accessories.

Many of the guests expressed interest in the exhibit and took the folders on making a closet more attractive.

Clothing buying hints. One clothing class planned to show important points to consider when buying garments. The class wanted to choose a good and bad example of every article in a girl's wardrobe, but when all the articles were listed there were too many to be exhibited. They decided to use four articles commonly bought by pupils in that class: blouse, slip, skirt, and dress. The students made a poster for each article with points to look for listed. They also made an enlarged sample of a good label. They used as the title for their exhibit: "Are you a

wise shopper?"

This exhibit was well liked by the guests because so many mothers work and have to buy clothing for the family. More emphasis could have been given it, if a student had been there to explain the exhibit. A description of this exhibit is found in Appendix A, pp. 44-45.

Ironing short cuts. This demonstration grew out of a home project. Sally was interested in learning how to make her weekly task shorter and easier. After looking up material on ironing in general, she became interested in the ironing of a shirt in five minutes and decided to demonstrate that to the guests at open house.

She learned to set up her work area, to rotate her steps, to sprinkle the shirt correctly, to roll it properly for ironing, to iron the shirt, using the width of the iron to save motions.

The night of the open house, Sally decided she would rather iron a blouse and skirt. She had not planned her narration to fit the blouse and skirt, consequently did not say anything while she ironed the articles. More people would have stopped by to see her iron if she had carried out the plans worked out with her teacher.

Pressing techniques. The students learned the correct pressing techniques when they were working on their garments in clothing class. The teacher worked up a demonstration for the class and prepared mimeographed sheets to give to the students.

The student who volunteered to give the pressing techniques decided to revise the mimeographed sheets and add more information in which she thought the mothers might be interested. She chose materials difficult to

press such as corduroy, velveteen, wool, and crepe. She also showed how to press darts, gathers, sleeves, pleats, hems, and seams, emphasizing the importance of pressing as you sew.

This demonstration was one of the most popular at the open house because of the enthusiasm of the student. She talked constantly, explaining every step clearly, and asked guests, who might have otherwise gone by without seeing the pressing, to come by her table. The pupil's mimeographed material for the demonstration is in Appendix A, pp. 46-47.

Making a cake with electric mixer. The suggestions of making a cake by the quick mix method and using the electric mixer were combined. The student who volunteered for this demonstration is normally shy and slow in her class work and is from a home of few electrical appliances; therefore she worked diligently to present a demonstration of merit.

The plan she followed was printed by McCall's magazine. Each step was practiced until she was able to give a well organized demonstration, first explaining the care and use of the electric mixer, then mixing and baking a chocolate cake. To show the finished product, she had previously baked and iced one.

The demonstration was given three times for the guests who attended open house. The six layers of cake were used as snacks for pupils and family members after the open house. The pupil's description of her demonstration is given in Appendix A, pp. 48-50.

Short cuts in food preparation. Although the students were at first reluctant to make biscuits in front of so many people, they became excited over the idea of teaching their parents to save time and energy.

The thought of cutting their biscuits in squares appealed to the student who gave the demonstration.

The teacher thought of this as one of the most important of the demonstrations because of the many work habits brought out.

This part of the open house was appealing to the women present. Some expressed surprise at realizing their own work habits were so time consuming. A mimeographed sheet was prepared to give to the guests illustrating points brought out in the narration. The pupil's write-up of the demonstration and mimeographed material are found in Appendix A, pp. 51-54.

Food buying hints. The idea for food buying hints came from class discussion in which the girls expressed a desire to know more about economy when buying food. The teacher prepared a poster with the caption: Where does your food dollar go? Beneath this title were listed two columns of foods similar in food value but different in price, for example: butter and oleomargarine, molasses and karo sirup, cooked cereal and prepared cereal.

The poster was placed on the bulletin board in the all purpose homemaking laboratory. Although many of the guests saw the poster, more emphasis would have been given it, if a student had been there to explain the poster.

Table setting. The teacher's idea was to set a table with inexpensive dishes from the dime store and contrast it with a table set with expensive china from the jewelry store. Price and appearance were to be the important points of this exhibit. Flower arrangements to match the

china were to add to the appearance.

The girls who chose this display wanted to change the idea to having a table set for different occasions: lunch using earthenware and place mats from the department supply, and another using the semivitrified ware from the department with a white damask cloth. The refreshment table using a lace cloth with the crystal punch bowl and silver sandwich trays would be the third example.

After the teacher agreed to this change, the girls worked up different color schemes, using chartreuse place mat with dark green dishes and green fruit and vegetables for the centerpiece of one table. Early spring flowers which matched the dishes were used on the other table. Much attention was given this display because of its simplicity and attractiveness. The pupil's write-up will be found in Appendix A, p. 57.

Deep fat frying. This demonstration grew out of the class making doughnuts one rainy day, and was not in the teacher's plan for open house. Jill was very interested in having this demonstration given and volunteered to give it. Although deep fat frying was of lesser importance than some of the other suggestions, the class decided to use it. The teacher consented because Jill had become very disinterested in her school work.

Jill used a demonstration already worked up in the files. She studied the directions closely and copied notes. She practiced at home several times and made many comments about learning to peel potatoes correctly and cutting the potatoes the desired length. She had difficulty giving the explanations of her steps and left long gaps between the explanations. The class decided that she should rearrange her demonstration and have some potatoes already fried when guests began coming.

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The night of the open house, Jill was very neatly dressed in a cotton dress with a pretty apron to match. She had asked several neighbors to come and was especially interested in their seeing her demonstration. This was a great improvement over her former disinterested participation in school affairs. Many guests said they enjoyed that part of the open house more than any other.

Jill's description of her demonstration appears in Appendix A, p. 58.

Salads. The salad demonstration was one of the easiest to plan because the teacher had demonstrated salad making in class, and stress had been placed on salads as home practices. The classes suggested that the pupil giving the demonstration choose a variety of salads and emphasize their importance in the diet. The student gave the demonstration for the class before giving it to the guests.

This demonstration was one of the most popular at the open house and the guests asked many questions which were clearly and thoroughly answered. The pupil's description is found in Appendix A, p. 59.

Child's play center. This unit was taught last spring to the ninth grade classes with the idea in mind of having a nursery at open house to care for small children and enable more mothers to attend. Toys were made, stories were learned, books and records collected, and a study made of the behavior of pre-school children. Ten children of pre-school age were asked to come to the School one day. They followed a schedule such as they would have followed at home.

This year when the open house was discussed, having a nursery was

suggested, but the class decided there would not be enough children present at night to justify it. One girl who had been very good in the class unit last year and who had done a home project in child care, volunteered to set up a child care exhibit and drafted another girl to help her. They exhibited books, toys, and records for a pre-school child and made storage for the equipment from orange crates which were painted blue and yellow. Chairs and tables were borrowed from the first grade room to furnish a nursery effect. Posters were made to show points to consider in selecting toys. The exhibit was called: "Those Younger Brothers and Sisters." The exhibit received many comments and much interest was shown on the part of parents with young children.

CHAPTER IV

EVALUATION OF OPEN HOUSE

In deciding how to evaluate the open house, it was felt that the pupils would be more willing to write an evaluation and might be more frank than the parents. Also, it would be very difficult for the teacher to visit many homes in order to get an oral evaluation from the parents. All forty-seven pupils and fifteen selected parents did evaluate the open house.

In the five homemaking classes, each pupil was given an evaluation sheet (page 26) on which to record comments heard at the open house or at home. They did not know in advance that they would be asked to do this and they did not know that the teacher had a special need for the information. Their comments appear in Appendix B, pp. 61-71.

Fifteen parents were selected for interviews. They were a cross section of parents of the pupils in the five homemaking classes, with three parents chosen from each class. The teacher asked questions similar to those asked the pupils and recorded the information obtained on evaluation sheets when she returned from each visit. Parents also did not know the teacher had a special need for the information. Their comments appear in Appendix C, pp. 73-88.

The teacher was, of course, able to secure many more comments per person during her home visit than the pupils reported without previous notice that they would be asked to report. Very few unfavorable comments were reported by the pupils, and *only one* made to the teacher.

EVALUATION SHEET USED FOR PUPILS

At the open house, or at home, what comments have you heard:

about our hospitality?

about our exhibits?

about the homemaking courses offered in our schools?

What comments suggest that your parents might be interested in meeting with the homemaking teacher to discuss their problems?

The comments were classified under the following headings: hospitality, quality of exhibits (with no reference to learning), the value of homemaking for the pupils, and the value of homemaking for parents (including statements about things they had learned at the open house or wanted to learn).

Hospitality

For hospitality, eighty-two favorable and only five unfavorable comments were reported by the forty-seven pupils; seventy-six favorable and only one unfavorable comments were made by the fifteen parents (Table IV). Most of these comments were made about the refreshments with punch and sandwiches receiving more comments than cookies and the refreshment table. The refrigerator cookies were less unusual than the cranberry punch and the ribbon sandwiches. The three unfavorable comments about sandwiches indicated liking for substantial rather than dainty food. Enjoyment of open house as a whole ranked second in the number of comments. Only three comments indicated that the pupils did not provide enough guidance and the guests did not know exactly where to go and when. Thirty-three favorable comments were made about pupils as hostesses and the way in which pupils made guests to feel at home.

Exhibits, Demonstrations, and Posters

As for exhibits, demonstrations, and posters, one hundred one favorable and only five unfavorable comments were reported by the pupils; one hundred ninety-eight favorable comments were made by the parents (Table V). The five unfavorable comments were: "Exhibits were real good, but some not as good as others," "Dresses displayed should have had names," "Cake was too

TABLE IV
HOSPITALITY*

Comments heard by 47 pupils and made by 15 parents at open house or at home

Hospitality	Number of pupils or parents				Percent of pupils or parents			
	Favorable		Unfavorable		Favorable		Unfavorable	
	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents
Enjoyment of open house as a whole	23	19	-	-	49	127	-	-
Refreshments in general	21	15	-	-	45	100	-	-
Punch	13	8	-	-	28	53	-	-
Sandwiches	4	7	3	-	9	47	6	-
Cookies	4	5	-	-	9	33	-	-
Refreshment table	3	4	-	-	6	27	-	-
Pupils, good hostesses	10	13	2	1	21	87	4	7
Guests made to feel at home	4	5	-	-	9	33	-	-
	82	76	5	1	-	-	-	-

*For specific comments, see Appendix B, pp. 61, 62, and Appendix C, pp. 73-74.

TABLE V

EXHIBITS*

Comments heard by 47 pupils and made by 15 parents at open house or at home

Exhibits	Number of pupils or parents				Percent of pupils or parents			
	Favorable		Unfavorable		Favorable		Unfavorable	
	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents	Comments heard by pupils	Comments made by parents
Exhibits in general	40	29	1	-	85	193	2	-
Quick method of making a cake with an electric mixer	12	16	2	-	26	106	4	-
Salads	5	13	-	-	11	87	-	-
Deep fat frying	5	8	-	-	11	53	-	-
Table setting	1	2	-	-	2	55	-	-
Short cuts in food preparation	-	6	-	-	-	40	-	-
<i>Clothes Closet Suggestions</i>	1	-	-	-	2	-	-	-
Pressing techniques	2	14	-	-	4	93	-	-
Spot removal	2	12	-	-	4	80	-	-
Modeling garments for special occasions	1	9	1	-	2	60	2	-
Good grooming	1	7	-	-	2	47	-	-
Ironing short cuts	1	5	-	-	2	33	-	-
Clothing construction	8	5	-	-	17	33	-	-
Color types	-	2	-	-	-	13	-	-
Washing a sweater	2	-	-	-	4	-	-	-
Flower arrangements	7	23	-	-	15	127	-	-
Remodeled living room as a whole	8	15	1	-	17	100	2	-

EXHIBITS, Continued

Exhibits	Number of pupils or parents				Percent of pupils or parents			
	Favorable		Unfavorable		Favorable		Unfavorable	
	Comments	Comments	Comments	Comments	Comments	Comments	Comments	Comments
	heard by pupils	made by parents	heard by pupils	made by parents	heard by pupils	made by parents	heard by pupils	made by parents
Decorations for special occasions	-	7	-	-	-	47	-	-
Color schemes	1	5	-	-	2	33	-	-
Pictures	3	5	-	-	6	33	-	-
Refinishing furniture	-	1	-	-	-	7	-	-
Child's play center	1	6	-	-	2	40	-	-
	101	149	5	-	-	-	-	-

*For specific comments, see Appendix B, pp. 62-65, and Appendix C, pp. 74-77.

light,"' and "End tables should have been the same color as chairs and tables." The favorable comments had to do with the quality of the exhibit, but did not mention learning or a desire to learn about the subject.

About an equal number of comments were made about the food, clothing, and housing displays. The particular exhibits and demonstrations receiving the most comments reported by pupils and made by parents were flower arrangements, quick method of mixing a cake with an electric mixer, remodeled living room, salads, pressing techniques, spot removal, deep fat frying, and modeling garments for special occasions. Many favorable comments were made by the parents about the exhibits and demonstrations on table setting, clothing construction, good grooming, short cuts in food preparation, and child's play center.

Value of Homemaking for Pupils

The value of homemaking for pupils was the subject of 116 favorable comments, forty-one heard by pupils and seventy-five made by parents (Table VI). Most of these comments had to do with the breadth and practicality of subject matter. Almost all of the parents appreciated attractive homemaking rooms and felt that the teacher and pupils were doing a nice job. About half of the parents commented that the pupils were learning a great deal in their homemaking courses, and about a third of the pupils remembered hearing such comments. Five of the fifteen parents commented on the open house as an opportunity for the pupils to learn. Three of the fifteen parents commented on the open house as a demonstration of what the pupils were learning.

Value of Homemaking for Parents

The value of homemaking for parents received 277 favorable comments,
12 comments

TABLE VI

VALUE OF HOME MAKING FOR PUPILS*

Comments heard by 47 pupils and made by 15 parents at open house or at home

	Number of pupils or parents		Percent of pupils or parents	
	Favorable Comments		Favorable Comments	
	Heard by pupils	Made by parents	Heard by pupils	Made by parents
Subject matter broad and practical	15	28	32	187
Pupils learn so much	17	8	36	53
Homemaking rooms attractive	3	12	6	80
Teacher and pupils doing a nice job	2	12	4	80
Teacher appreciated	1	7	2	47
Open house, an opportunity to learn	1	5	2	33
Open house, a demon- stration of what the girls had learned in homemaking	2	3	4	20
	41	75	-	-

*For specific comments, see Appendix B, pp. 65-66, and Appendix C, pp. 78-81.

76 reported by pupils and 201 by parents (Table VII). These comments had to do with having learned something from the open house or with wishing they could learn more about certain phases of homemaking. The parts of the open house which were the most educational and most inspiring were clothing construction, ~~punch~~^{sandwiches}, spot removal, salads, flower arrangements, the child's play center, and short cuts in food preparation. Apparently the remodeled living room stimulated considerable interest in learning more about color

TABLE VII

VALUE OF HOME MAKING FOR PARENTS*

Comments heard by 47 pupils and made by 15 parents at open house or at home				
Value of Homemaking for Adults	Number of pupils or parents		Percent of pupils or parents	
	Favorable Comments		Favorable Comments	
	Heard by pupils	Made by parents	Heard by pupils	Made by parents
Refreshments in general	2	9	4	60
Punch	3	6	6	40
Cookies	2	4	4	27
Sandwiches	4	13	9	87
Salads	3	11	6	73
Meal planning	-	14	-	93
Short cuts in food preparation	5	9	11	60
Table setting	4	5	9	33
Quick method of making a cake with electric mixer	6	5	13	33
Deep fat frying	4	1	9	7
Clothing construction	4	28	9	187
Spot removal	5	10	11	67
Pressing techniques	4	5	9	33
Clothes buying hints	-	5	-	33
Good grooming	2	4	4	27
Washing a sweater	1	4	2	27
Clothes closet suggestions	1	3	2	20
Face types	-	2	-	13
Color schemes	-	11	-	73
Flower arrangements	7	7	15	47
Furniture arrangements	-	8	-	53
Pictures	-	8	-	53
Remodeled living room as a whole	-	5	-	33
Refinishing furniture	-	5	-	33
Making a lamp	7	3	15	20
Equipment	-	3	-	20
Decorations for special occasions	-	3	-	20
Child's play center	7	9	15	60
Open house, an oppor- tunity to learn	6	2	13	13
	76	201	-	-

*For specific comment, see Appendix B, pp. 66-71, and Appendix C, pp. 81-88.

schemes, furniture arrangement, and picture arrangement. Other subjects which were not demonstrated at the open house, about which the parents wished to learn more were: face types and meal planning.

Summary of Evaluation of Open House

Comments made to the teacher indicated that the value of homemaking for adults and quality of the exhibits, demonstrations, and posters were the phases of the open house which made the greatest impression. About thirty-five per cent of the parents made comments about these phases (Table VIII). About fifteen percent of the parents commented on hospitality and the value of homemaking for pupils.

Fewer of the comments reported by the pupils had to do with the value of homemaking for pupils. This is not surprising because they were thinking of the open house as being for parents. The largest number of the comments they heard had to do with the exhibits, demonstrations, and posters, which is natural since the girls were receiving compliments on their own exhibits.

On the whole, the educational phase of the open house received more comments than the social phase. The value of homemaking for adults received more comments than the value of homemaking for pupils.

The teacher observed that of the displays shown the most effective were those having activity.

The teacher felt that the open house was a success. It gave to the community a broad interpretation of the program and stimulated in the adults a desire to learn more about homemaking. It created greater pupil interest in the homemaking program, class unity, poise and confidence, and satisfaction with a job well done. For the teacher, it resulted in more

TABLE VIII

SUMMARY OF EVALUATION OF OPEN HOUSE

Comments heard by 47 pupils and made by 15 parents at open house or at home

Phases of Open House	Favorable Comments			Unfavorable Comments		
	Heard by Pupils	Made by Parents	All Comments	Heard by Pupils	Made by Parents	All Comments
	(Number of pupils or parents)					
Value of homemaking for adults	76	201	277	-	-	-
Exhibits	101	198	299	5	-	5
Hospitality	82	76	158	5	1	6
Value of homemaking for pupils	41	75	116	-	-	-
All comments	300	550	850	10	1	11
	(Per cent of pupils or parents)					
Value of homemaking for adults	25	36	32	-	-	-
Exhibits	33	36	35	1	-	1*
Hospitality	27	14	18	1	1*	1
Value of homemaking for pupils	13	14	14	-	-	-
All comments	98	100	99	2	1*	1

*Less than 0.5%

thorough planning, more effective teaching, and pride in accomplishment.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

As a first step in interesting adults in a homemaking program, an open house for the parents was planned and carried out by pupils in two first year, two second year, and one third year homemaking classes in Stoneville High School, Stoneville, North Carolina, a rural community. The purposes were:

1. To give the parents of the homemaking pupils a better understanding of the homemaking program through a social-learning situation, and
2. To awaken them to the possibility of securing help from the homemaking teacher in the solution of their home and family living problems.

The teacher planned for a year in advance in order for the open house to grow out of the homemaking program. She planned to represent the various subject matter areas through demonstrations, posters, and exhibits. All classes participated in this event--the first year classes preparing the food and serving as hostesses, and giving some demonstrations; and the second and third year classes preparing exhibits and posters and giving demonstrations. Pupils were brought in on the planning a month before open house. Approximately one-third of the displays at the open house were the idea of the teacher, one-third were the ideas of the teacher and pupils, and one-third were the ideas of the pupils. The open house was given in February of 1951, with approximately one hundred guests present at the event.

A few days after the open house the students filled out evaluation sheets with comments heard at the open house or at home. The teacher visited fifteen parents, three chosen from each class, and recorded their comments on similar evaluation sheets. Of eight hundred, ^{sixty} ~~one~~ comments all but ~~nine~~ ^{eleven} were favorable. About one-third of the comments had to do with the quality of the exhibits, demonstrations, and posters and only twenty per cent had to do with hospitality. About one-third of the comments had to do with the value of homemaking for adults; about fifteen per cent with the value of homemaking for pupils. Thus the parents were aware of the open house as an educational opportunity, and were stimulated to desire to learn more about certain phases of homemaking.

The most educational of the displays for the parents were the remodeled living room, clothing construction, spot removal, salads, child's play center, flower arrangement, and short cuts in food preparation. Others which were considered excellent exhibits or demonstrations were the quick mix cake made with the electric mixer, pressing techniques, deep fat frying, modeling garments for special occasions, table setting, good grooming, and decorations for special occasions. The teacher observed that demonstrations received the most attention, manned exhibits ranked next, and unmanned exhibits and posters were the least effective. Subjects not demonstrated in which adults expressed a desire for learning were meal planning and face types.

In addition, the teacher felt that the open house created greater pupil interest in the homemaking program, brought about class unity, developed poise and self confidence on the part of the girls and resulted in satisfaction with a job well done.

Recommendations for Another Open House

For the improvement of another open house, the teacher feels that having older students as hostesses would be desirable in order to see that all guests were made to feel welcome and at ease.

In order for every display to be seen by the guests, there should be activity: more demonstrations or students to explain exhibits and posters.

Recommendations for Development of the Adult Homemaking Program in this Community

For the development of the adult homemaking program in this community, the teacher has, in the individual record of each home visit for evaluation of the open house and in the combined comments made by parents and reported by pupils, a basis for deciding what subject matter should be presented to groups and what problems call for individual help.

For those problems on which individual help is required the teacher would need to find a method of getting information to the home such as; home visit, preparing illustrative materials in connection with class units to be sent home by the pupil, or helping the girl with a home project on a subject in which her mother is interested. Homemakers who have received individual help might be expected to pass on the information to neighborhood groups.

For those problems which are fairly common, the teacher would need to find a way of getting the groups together at school or in homes. The latter might be preferable because parents have so much difficulty getting to the school. The teacher would have to decide who would present the information to the group: the homemaker, pupils, and/or the teacher.

Recommendations for Further Study

A study of methods of teaching adult units would be desirable. A comparison of the effectiveness of teaching adult units to small groups in homes and teaching larger groups in the homemaking department would be of value.

APPENDICES

APPENDIX A

SELECTED DESCRIPTIONS OF DEMONSTRATIONS AND
EXHIBITS BY PUPILS RESPONSIBLE FOR THEM

Flower Arrangements

The flower arrangements on display at the open house of the home economics department in February were quite simple to make.

One of the arrangements on display in the living room of the department was made of a rustic-looking twig from a pear tree, a Chinese figurine, and moss. This arrangement was put into a low flat container and placed on the bookshelf beneath the window.

The second arrangement was made of an old stump, which was brushed, washed, and shined before it was placed on the drop-leaf table. Pussy willows were held in the background by needlepoint holders, which were covered with moss. To make it look as if nature had done it herself, moss and tree mushrooms were placed on the bare places of the stump.

Another arrangement was made of pussy willows colored red and nandina leaves and placed in a crystal bowl. The arrangement was placed in the center of the refreshment table.

For the library table a beautiful Christmas cactus was used. The container was covered with white tissue paper to cover rust spots.

Small dish gardens were made for the coffee table in the living room by planting a snake plant, ivy, and a cactus in a small dish and covering the dirt with moss. A small Chinese figurine completed the arrangement.

Modeling Garments Made for Different Occasions

The modeling exhibit is to be shown in the library. Six girls will be modeling garments in the exhibit. Cardboard clocks, fastened on the wall behind the girls, will have hands pointing to the hour of day at which the garments could be worn.

The classes of garments represented will be: casual, lounging, school, church, dancing, and sleeping. The casual dress, which is to be worn shopping, was made of wool and gabardine. For lounging, a blue and brown plaid taffeta house coat will be worn. Although many different types of garments may be worn to school, a blue corduroy suit will be modeled. For church a brown wool suit trimmed in brown velveteen will be shown. Blue rayon pajamas will be modeled. An evening dress made of orchid taffeta will complete the wardrobe. Each girl will complete her outfit by wearing accessories appropriate to the garment and the occasion.

Are You a Wise Shopper?

The exhibit, "Are you a wise shopper," is to be shown in the library on the north end of the book case. We will set up our exhibit by arranging the books and hanging sheets over the book case to give it a white background.

We will borrow a coat, dress, slip, skirt, and blouse from Allen's Department Store.

All of these will be hanging in front of the sheet on hangers. By the side of each garment will be a poster about the garment.

Points on the poster for the coat are: outer appearances, which include durable fabrics, basic color, and design, and construction details. This means the outside stitching and whether or not it is straight and neat, well-made pockets and seams and even hem. The lining should have adequate material to allow movement, suitable material, and well-finished seams. The interlining should be light enough to be comfortable.

Points for the dress poster are: 5/8 inch seam allowance, two inch hem, neat and straight seam finishes, methods of cleaning, proper cut, and a basic color and design.

Points to go on the skirt poster are: 2 inch hem, durable fabric, finished seams, correct cut, and deep pleats.

The blouse and slip will be lying on a table directly in front of the book case. The posters for these things will be beside the garments. The tags and labels poster will also be on the table.

Points for the blouse are: durable material and trim, correct cut, finished seams, easily laundered, and length for movement and good labels.

Points for the slip poster are: straight cut, closely woven fabric,

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Points for the blouse are: durable material and trim, correct cut, finished seams, easily laundered, and length for movement and good labels.

Points for the slip poster are: straight cut, closely woven fabric,

reinforced seams, adjustable reinforced straps, and smooth fit.

Points for the Tags and Labels poster are: manufacturer's name, special features, instructions for care and washing, type of construction, fiber content, size, where tested, composition, lasting seams, tightly woven, sanforized, color fast, and type of finish.

When and Where to Press

1. Arrange your pressing center conveniently near your sewing machine.
2. Whenever possible, press on the wrong side of the cloth.
3. When pressing on the right side of rayon or wool, always place a dry presscloth directly over your garment, then place a damp cloth over the dry one.
4. Do not try to press a large area without readjusting the garment to keep the grainlines at right angles to each other.
5. After shrinking your cloth, press out any wrinkles before laying the pattern on it.
6. Before laying out your pattern, press the pattern pieces with a moderately warm iron.
7. Straight seamlines on firmly woven, cotton fabrics may be pressmarked before the pattern is unpinned from the cloth.
8. Press the pucker from each row of machine stitching.
9. Press each seam, no matter how short, before crossing it with another stitching line.
10. To achieve a tailored finish, each fold of your cloth must be set in a crease or directed to lie smoothly in position to carry out your design, step by step.
11. While you are making a dress, press only one detail at a time.
12. Lift the cloth with both hands, then let it down gently into position for pressing on the pad.
13. Press straight seams over a straight pad. Press curved seams or darts over a shaped pad.
14. Seam edges that are curved may need to be clipped slightly to make them lie flat after pressing.
15. Use pressing to shrink excess ease from any section that is to be joined to another smaller or shorter section.
16. It is wise to shrink out only part of the excess ease before stitching.
17. Study the instruction sheet in your pattern envelop for directions about pressing darts, seams, and trimming details.
18. On pleated sections, set the creaseline lightly on each fold edge of a pleat.

19. For a lapped seam, turn the seam allowance of the upper layer to the wrong side and press the fold edge.
20. Press the seam allowance on a shirred or gathered edge to flatten it before joining the shirred section to a flat section.

The method that you use in pressing any one piece of cloth should help to do these four things:

1. Restore the original appearance, or texture, of the cloth so that it looks new again after handling.
2. Help to mold the cloth into smoothly rounded lines that make the garment fit the curves of your body.
3. Smooth out any wrinkles or ripples caused by handling.
4. Flatten a creaseline, as at the edge of a front opening, on a seam, along the fold of a pleat, or on the edge of a hemline.

Mixing A Cake With The Electric Mixer

Location: Using the third kitchen unit

Plan of Procedure:

1. Show the different parts of the mixer and different speeds, explaining their use.
2. Mix a cake.

Equipment needed:

- 1 portable mixer
- 1 work table near stove and outlet

Utensils:

- 1 rubber spatula
- 1 flour sifter
- 2 measuring cups
- 1 set measuring spoons
- 1 roll waxed paper
- 1 small bowl for eggs
- 2 cake pans

Market order:

- Unsweetened chocolate squares
- cake flour shortening
- sugar milk
- salt eggs
- soda

Recipe: Chocolate Cake

- 1/3 c. boiling water
- 3 sq. chocolate, cut in bits

1 7/8 cups sifted cake flour
(2 cups minus 2 tablespoons)

1 cup sugar

1 t. salt

1/2 cup vegetable shortening

3/4 cup milk

2 eggs

Note: Must buy cake pans.

Ever since mothers have asked: "What cake do you want me to bake for Sunday dinner?" four out of five answers invariably have been: "Make mine chocolate!"

Now the easiest possible way to produce the perfect chocolate cake is with your electric mixer. "There's no more creaming, no more stirring, no more beating until you think your arm will drop off. Your mixer does all that for you. You just measure and sift the ingredients with the same care you've always used with cakes made by hand."*

First I will show you how to operate the mixer, give you some of the things this mixer can be used for. My last step will be to mix a cake using this handy mixer.

To operate the mixer is a very simple procedure. Pressing gently on the depressing latch, tilt the motor backward and insert the beaters. Either two or three beaters may be used, depending upon the heaviness of the mixture. Another step in operating is to set the speed control. For convenience the speeds most frequently used are marked by raised lines directly over the switch. For creaming butter, sugar, eggs, and beating

*Taken from the McCall's Magazine folder, written by Elizabeth Sweeney.

eggs, cake icing, candy, and for batters or doughs too heavy to be handled on either medium or low, the high speed is used. The medium speed is used for beating mayonnaise, for whipping moderately heavy cream, for mashing vegetables, and for mixing those doughs or batters too heavy to be handled on low. For blending dry and liquid ingredients, for chopping shortening and flour, for folding beaten eggs into batters and sugar into beaten egg whites, and for whipping heavy cream; the low speed is most frequently used. To stop, turn switch to position marked off.

Because the mixer is frequently needed at the stove or places where the stand cannot be taken, this mixer is made so the motor unit can be removed for portable use.

You may be interested to know that the mixer has several attachments. Among these are the meat chopper, vegetable slicer and shredder, juicer, grater, knife sharpener, and drink mixing set.

One of the most important uses of this mixer is making a cake. The mixer can be used from the very first step until the cake is ready for the stove. This use I will now demonstrate.

Using the Easy-Mixer Chocolate Cake recipe, I will show you how to make a cake in less than four minutes of mixing time. First, the flour should be sifted several times, adding the other dry ingredients. This is the secret of this easy mix method. The flour should then be put into the mixer bowl. To this add all the liquid ingredients, which omits all the beating and creaming. While mixing the batter, use a rubber spatula to scrape the sides of the bowl. After mixing for two minutes, add eggs, beat for one minute with mixer still operating on the low-medium speed. Last add chocolate to mixture and continue to beat for one minute. Now your batter is ready for the oven in less than four minutes of mixing time.

Short Cuts in Food Preparation

I. Biscuits

1. Use two hands
2. Correct reaching levels
3. Collect materials on utility pan
4. Plan for work in same direction and for sequence of motion
5. Correct working levels
6. Combining tools
7. Cut square biscuits

II. Peeling potatoes

1. Gather equipment (collander, knife, tray and potatoes)
2. Take tray to sink and wash potatoes by running water over them
3. Bring back to work center and peel
4. Slice for French fries
5. Put back in collander and wash
6. Dry

Our greatest interest these days is saving motion, time, and energy. I want to show you a few ways of making your work in the kitchen easier. I will demonstrate making biscuits and preparing vegetables the easiest way and I shall point out a few good methods as I work.

First I want to collect my materials, you will notice that I collect all of them on a tray, which we call the utility pan. After putting on all my measuring equipment, I shall carry it to the supply shelf on which all the ingredients for mixing biscuits are stored. Many steps can be saved by storing all the needed ingredients and equipment for foods that are

prepared regularly near the center of work. For instance, you see that my flour, fat, baking powder, and salt are all near the mixing space on shelves which are the right height for me, so that I won't have to strain to reach them. Notice also that the equipment for mixing is in a handy drawer. I measure my ingredients where they are stored. To shorten my demonstration I have already measured my ingredients. In preparing flour sift it on a piece of wax paper, measure and put excess flour back into the container and put the flour back into the sifter which is on another piece of wax paper. After use the wax paper can be folded up and stored in a clean place for re-use. All dry ingredients can be put in the sifter at once, not only in making biscuits, but in many other foods. Ingredients can be combined to save utensils and extra washing. I place all my ingredients and equipment necessary on the utility pan and carry them to the work center to mix.

This table is the right height for me to work standing, but if possible it is better to sit down, because sitting requires the least energy, standing takes three times as much as sitting, bending takes fourteen times as much energy as sitting (Refer to posture chart, p. 53). Be sure to practice good posture while working, because good posture is less tiresome than bad.

Now let's start mixing our biscuits. You will notice that I put all my dry ingredients in the sifter at once, so that they will become evenly distributed when sifted. This saves time.

How many of you have ever heard of sequence of motion? By placing my ingredients and utensils in the order they are to be used I can mix my biscuits with the fewest motions possible. I place all my ingredients

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This table is the right height for me to work standing, but if possible it is better to sit down, because sitting requires the least energy, standing takes three times as much as sitting, bending takes fourteen times as much energy as sitting (Refer to posture chart, p. 53). Be sure to practice good posture while working, because good posture is less tiresome than bad.

Now let's start mixing our biscuits. You will notice that I put all my dry ingredients in the sifter at once, so that they will become evenly distributed when sifted. This saves time.

How many of you have ever heard of sequence of motion? By placing my ingredients and utensils in the order they are to be used I can mix my biscuits with the fewest motions possible. I place all my ingredients

ENERGY REQUIRED FOR VARIOUS POSTURES



Sitting requires
the least energy



Standing requires
3 times as much
as sitting.



Bending requires 14
times as much as
sitting

WORK SURFACES AND THEIR RELATION TO POSTURE

These pictures could be a "story without words." Many a back ache and shoulder ache and foot ache could be spared by taking the lesson to heart.

Table too
low.

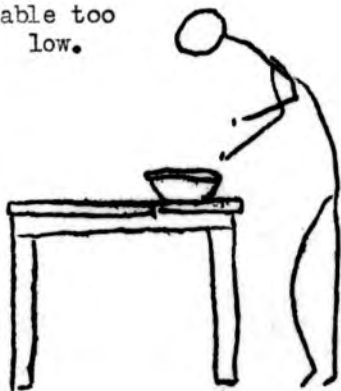


Table correct
height.



WORK SURFACES AND THEIR RELATION TO POSTURE

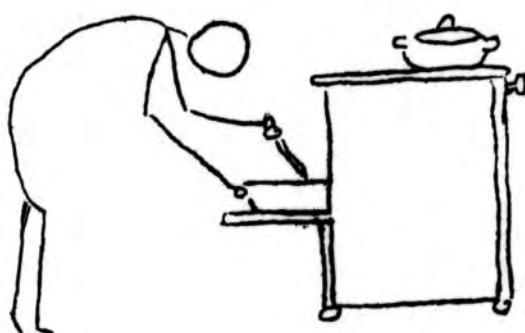
Poor
posture



Good
posture



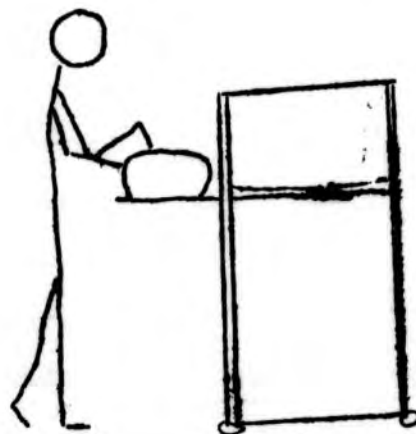
Sitting is better



Incorrect posture at low oven



Correct posture at low oven



A high oven makes bending unnecessary

near the mixing bowl, so I won't have to reach far to get them. (Mix)

How many of you have ever heard of square biscuits? You can save almost half the time and energy by cutting your biscuits like this. (Cut) What's wrong with square biscuits? (After putting biscuits on pan I take them to stove.)

You remember that I said it takes fourteen times as much energy to bend over as to sit down, so when getting down to a low oven instead of bending like this (bend), take as near a sitting position as possible, simply bend your knees, keeping your back straight, kneel down like this (kneel). It takes much less energy and you don't strain your back muscles.

Now while my biscuits are cooking, I'd like to give you a few helpful hints in preparing vegetables.

You see that I gather the potatoes and the utensils (collander, potatoes, and knife) on a utility pan just as I did for the biscuits. I put the potatoes in the collander, carry them to the sink and wash them by running cold water over them. This eliminates the potato-by-potato washing that some people do. I place them back on the utility pan and carry them to the table. You see, I have everything I need right here, ready for use. This time I'll sit down. Remember that good posture prevents fatigue. (Show picture)

Tests have shown that an amazing amount of time and energy can be saved by having knives very sharp.

Since I am cutting some of the potatoes for Jill's deep fat frying demonstration, I will need to prepare them for French fries. I can cut the whole potato in very few strokes of the knife. (Cut into board by

slicing all the way across then turning the other way.)

To wash them I can turn them back into the collander previously used and again run cold water over them. To dry, drain well and put in paper or cloth towel and roll about gently like this, and then they are ready to fry.

I challenge any of you to do as well.

For each of you I have a very helpful and valuable little paper, which is called Ways to Save Time and Steps. I would be very glad if you would read them and try them in your own home.

Are there any questions? I will be glad to answer them if I can.

If there are no more questions, I bid you good night and *wish* you many hours of leisure because of this demonstration.

Table Setting

Location: In the hall

Procedure:

Mary and I are setting two tables for lunch, using fruit bowl and flower arrangement for the center pieces. For the first table we are using burning bush, yellowbells, and green leaves in our flower arrangement. The dishes being used for table number one are flowered dishes which have yellow, pink and green flowers with gold rims around the edge of each dish. The table cloth is white with napkins to match. Plain silver from the department will complete the table setting.

For the second table we are using a fruit arrangement of green bananas, ripe bananas and pine as an accent color. Chartreuse plate mats are to be used with dark green dishes. The silverware is to be of a simple design.

Two tables from the library will be used and placed in the hall.

Demonstration on Deep Fat Frying

You will now see a demonstration of frying potatoes in deep fat. If fried foods are not correctly fried, they are harmful to the body. Too much fat in the diet harms the stomach. In deep fat frying we should always remember not to put too much food in at one time; or it will absorb too much fat. When you are planning a meal, remember to have only one fried food.

The equipment needed for deep fat frying is a thermometer, a wire basket, and a deep container. When you start peeling your potatoes be sure the knife is sharp, thus saving time and food. The food value of potatoes is next to the peeling, so that is one very good reason for having very thin peeling. You also need a paper sack in which to put the peeling. You should slice the potatoes in $\frac{3}{8}$ inch slices, then in $\frac{3}{8}$ inch strips. After peeling potatoes, wash and dry them well in a towel and put only a small quantity in the fat at a time. Put potatoes in fat which is 350° F, take out when tender and wait until lunch to brown at 390° F, or else leave in the first time until completely brown.

Salads

Salads have come to take an important place in the daily meals. They are appetizing; they are economical and easy to prepare; they give variety to the diet and they can be used for almost every occasion.¹

A fresh green vegetable combined with vinegar, salt, and other condiments was the original salad. Now we think of a salad as a combination of any suitable food, either raw or cooked and served with a salad dressing. Salads are interesting because of the variety of foods from which to choose and of the unlimited combinations which give the homemaker the opportunity to originate new ideas.

The food value of salads varies with the ingredients used. Salads furnish an excellent way in which to include more fruits and vegetables in the meals, thereby increasing the minerals and vitamins of the diet. Meat salads supply proteins for muscle building. The dressings, which are put on salads in a variety of ways, provide fat for energy.

Salads have a definite place in the menu. They may be served as a main dish, to accompany the main dish, or the first course of the meal. They may be simple or elaborate to suit the occasion.

Good salads should be economical, attractive, and cold, crisp, and free from surplus moisture when served. To have an attractive salad it should harmonize in flavor and color with the rest of the meal. It should be perfectly seasoned, the ingredients well blended, and served with a well made and appropriate dressing.

Much of the success of a salad depends on the arrangement and serving of it. Choice ingredients may be thrown together in an attractive way or served so carelessly that the salad is unpalatable.

¹ Thomas, Mary E., Salads. pp. 1 and 2.

APPENDIX B

EVALUATION OF OPEN HOUSE

Comments heard by 47 Pupils at
the Open House and at Home

EVALUATION OF OPEN HOUSE

Comments heard by 47 pupils at the open house and at home

Phases of Open House	Comments	
	Favorable	Unfavorable
Open house a success		
Hospitality		
Guests made to feel at home	Guests were made to feel at home and felt free to ask and talk about exhibits. Guests enjoyed the way we accepted them. Guests enjoyed the way pupils acted. 2	
Pupils, good hostesses	Offered warm welcome. Were friendly. Were considerate. 2 Surely did act nice. 4 Had nice manners. Did a nice job.	Did not provide enough guidance. Guests did not know exactly where to go, and when.
Refreshment table	Pussy willows were pretty. Color combination was pretty. Everything looked very nice.	
Refreshments in general	Were pretty. 3 Were enjoyed a lot. 9 Were delicious. 2 Were lovely. Couldn't be beat. Attractive. Were good. 2 Were liked. Were beautiful.	

Phases of Open House	Comments	
	Favorable	Unfavorable
Sandwiches, rolled ribbon and open face	Were attractive. 3 Were new.	Were good but not large enough. Nothing but stale bread. Could have been better.
Cookies	Were good. 4	
Cranberry Punch	Was good. 8 Was liked. 3 Wonderful. Best ever had.	
Enjoyment of Open House as a whole	Was enjoyed. 12 Was enjoyed very much. 7 Was really nice. 3 Mama told Daddy he should have come.	
Exhibits		
Exhibits in general	Were good. 2 Were well planned. 2 Were real good. 2 Were enjoyed. 4 Were well carried out. 4 Were nice. 2 Were a success because we had spent lots of time planning them. 2 Were well done. 2 Entire process was nicely carried out. Explanations were plain. Watching demonstration was enjoyed. Were very clearly explained. 2 Were enjoyed very much. 2	Were real good but some not as good as others.

Phases of Open House	Comments	
	Favorable	Unfavorable
Exhibits in general, continued	<p>Were wonderful. 2</p> <p>Displays were enjoyed. 2</p> <p>Demonstrations were enjoyed. 2</p> <p>Exhibits were liked. 2</p> <p>Exhibits were nice.</p> <p>Exhibits were very interesting.</p> <p>Exhibits were interesting.</p> <p>Exhibits were successful. 2</p>	
Child Care	Exhibit on toys was very interesting.	
Modeling of garments for various occasions	Clothes were very nicely made.	Dress displayed should have had name.
Clothes closet suggestions	Was enjoyed.	
Ironing short cuts	Ironing short cuts using blouse was very nicely done.	
Good grooming	Demonstration of washing face and applying make-up created interest, and was enjoyed.	
Pressing techniques	Were liked especially. 2	
Spot removal	Was especially liked. 2	
Washing a sweater	Resulted in a clean sweater. Was a success.	
Clothing construction	<p>Was especially liked. 5</p> <p>Liked tracing wheel. 3</p>	

Phases of Open House	Comments	
	Favorable	Unfavorable
Table settings	Were beautiful.	
Salads	Were pretty. Were good. 2 Were especially nice. 2	
Deep fat frying	Were good. 5	
Quick method of cake making with electric mixer	Electric mixer was handy. Was liked. 5 Was especially liked. 6	Cake was too light. 2
Remodeled living room as a whole	Was well planned and carried out. 2 Was liked. Nicely arranged. Looked real nice. Very attractive. Couch really looked better since it was covered. Was improved.	End tables should have been same color as chairs and tables.
Picture	Finger painting by 2nd grader was pretty. Was wonderful. Pretty because of oddness and modern look.	
Color scheme	Was good.	
Flower arrangements	Were attractive. 2 Were beautiful. Were liked. The Chinese arrangement was especially liked.	

Phases of Open House	Comments	
	Favorable	Unfavorable
Flower arrangements, continued	Stump received good comments. Were nice.	
Value of homemaking for pupils		
Subject Matter	<p>A man said he thought home economics was cooking, sewing, but after seeing all the exhibits he could see that we were learning a lot more.</p> <p>Courses were sufficient.</p> <p>Homemaking is a good thing.</p> <p>It is nice that we are studying homemaking.</p> <p>Will be very helpful to the students.</p> <p>Was doing a lot of good.</p> <p>Pupils were accomplishing many of the things they will need in later life.</p> <p>A real opportunity to learn.</p> <p>Pupils were doing much more than I thought they were doing.</p> <p>One lady asked if we were taught to wash sweaters and graded on it like anything else.</p> <p>When I went to school they never had home economics.</p> <p>Did the students decorate the living room as a project?</p> <p>Have enough courses.</p> <p>Well worth \$2 to take homemaking.</p> <p>Mother would like for daughter to be able to make salads like those at exhibit.</p>	
Pupils	Had learned a lot. 7	

Phases of Open House	Comments	
	Favorable	Unfavorable
Pupils, continued	<p>Were learning a lot at school, or we wouldn't have known all about the exhibits and demonstrations.</p> <p>Could learn a lot if take advantages.</p> <p>Were learning a lot.</p> <p>Pupils were learning a lot they don't put into practice at home.</p> <p>Had accomplished a lot. 2</p> <p>Most of the pupils knew what they were doing.</p> <p>Were doing a good job.</p> <p>Are progressing very well.</p> <p>Will learn a lot of things.</p>	
Open House, an opportunity to learn	Pupils learned a lot by having the open house.	
Open House, a demonstration of what girls had learned	<p>Exhibits showed that we were learning a lot.</p> <p>Enjoyed seeing what we were learning in homemaking.</p>	
Teacher	Had a nice homemaking teacher.	
Teacher and pupils	<p>Were doing a swell job down here.</p> <p>Pupils worked well with teacher's help.</p>	
Homemaking Rooms	<p>Looked so clean.</p> <p>You've got enough down here. Don't need any more.</p> <p>Had a lot of nice equipment.</p>	
Value of homemaking for adults		
Open House, an opportunity to learn	Several people said they were going to try some of the ideas at home that we did that night.	

Phases of Open House	Comments	
	Favorable	Unfavorable
Open House, an opportunity to learn, Continued	<p>A lot of people enjoyed the demonstrations so much because they learned a lot about things they didn't know. 2</p> <p>They learned something from open house.</p> <p>They learned a lot.</p> <p>They learned a lot of helpful hints.</p>	
Child's play center	<p>"This child care exhibit comes in handy for my little girl."</p> <p>A woman wished she had the child care equipment at home.</p> <p>"What type of books does my 3 year old child need?"</p> <p>How did you make this toy?</p> <p>Do you ever have children come in to your department?</p> <p>Aren't those orange crates a good idea?</p> <p>Where did you get those figures on the book case?</p>	
Spot removal	<p>One person was glad they had a demonstration removing lipstick because she had been wanting to know how to get it out.</p> <p>One man said he was going to take some chewing gum out of his pants.</p> <p>One lady said she learned a whole lot about how to get lipstick out of a dress. 2</p> <p>One woman enjoyed spot removal demonstration and she had a skirt that had lipstick on it and was going to remove it the way girl did.</p>	
Clothing construction	<p>One woman wanted to know how to put in a zipper.</p>	

Phases of Open House	Comments	
	Favorable	Unfavorable
Clothing Construction, Continued	<p>A woman had never cut out a pattern and wanted to know how.</p> <p>A lady wanted to know about stay lines.</p> <p>One woman wanted to use the tracing wheel to see how to use it. Liked it and asked how much it cost.</p>	
Pressing	<p>Someone said if everyone could press like we did they would be doing okay.</p> <p>A woman thought it was fine we were learning to press.</p> <p>A lady had a skirt that had lots of pleats in it. She asked lots of questions.</p> <p>One woman had a velvet skirt she wanted to know how to press.</p>	
Washing a sweater	<p>One lady wanted to know how to pin a sweater to keep it from stretching.</p>	
Good grooming	<p>A lady learned how to wash her face correctly.</p> <p>One woman wanted to know how many times to brush her hair.</p>	
Clothes closet suggestions	<p>One woman took one of those slips about closets and said she wanted to make some.</p>	
Refreshments in general	<p>Several people said the refreshments were good and very pretty and they were going to try to carry the plan out for themselves.</p> <p>One mother said when she had a party she was going to make sandwiches and punch like we did.</p>	

Phases of Open House	Comments	
	Favorable	Unfavorable
Sandwiches	<p>Several people wanted to learn how to make the different sandwiches.</p> <p>Someone said they would like to know how to roll sandwiches.</p> <p>They said they were going to make some sandwiches as we made.</p> <p>One woman asked how did we color the cheese.</p>	
Cookies	<p>One woman would like to make some cookies.</p> <p>A lady asked if we had the cookie recipe.</p>	
Punch	<p>Someone said they wanted to know how to make the cranberry punch.</p> <p>One man said he wishes his wife could make punch like that.</p> <p>"This punch is delicious, I wonder if they have the recipe."</p>	
Short cuts in food preparation	<p>My aunt liked the square biscuits and went home and made some.</p> <p>My mother made square biscuits the next morning.</p> <p>Square biscuits were a good idea. 3</p>	
Salads	<p>Someone said if everyone could make attractive salads like we were doing they would be doing pretty good.</p> <p>One woman didn't know you could put bananas in lemon juice and keep them from turning dark.</p> <p>One woman liked the way we did the lettuce, and said she was going to show her sister that way of getting the leaves apart.</p>	

Phases of Open House	Comments	
	Favorable	Unfavorable
Deep fat frying	<p>One woman said these potatoes had a different taste to any she had eaten before and asked what kind of grease we used.</p> <p>One woman was going home and try some French fried potatoes.</p> <p>A woman asked if we had to cut the potatoes that size.</p> <p>I heard a woman say she was going to buy a wire basket to fry potatoes in.</p>	
Quick method of making a cake	<p>One woman wanted to know if you had to have an electric mixer to use that method.</p> <p>One woman said she had a new mixer and would use it to make a cake.</p> <p>A woman said she was going to put some foil paper on the burners of her stove to keep them from getting black.</p> <p>Some women wanted to learn to bake a cake.</p> <p>Another person was going to make a cake like ours.</p> <p>Others were going to make a cake with the mixer.</p>	
Table setting	<p>Someone wanted to fix a table arrangement like Sally and I did.</p> <p>Someone wanted to know why we set the table a certain way.</p> <p>A lady wanted to know if we chose the flowers and table mats to go with the dishes.</p> <p>One woman said she was making some place mats at home and asked us about ours.</p>	

Phases of Open House	Comments	
	Favorable	Unfavorable
Deep fat frying	<p>One woman said these potatoes had a different taste to any she had eaten before and asked what kind of grease we used.</p> <p>One woman was going home and try some French fried potatoes.</p> <p>A woman asked if we had to cut the potatoes that size.</p> <p>I heard a woman say she was going to buy a wire basket to fry potatoes in.</p>	
Quick method of making a cake	<p>One woman wanted to know if you had to have an electric mixer to use that method.</p> <p>One woman said she had a new mixer and would use it to make a cake.</p> <p>A woman said she was going to put some foil paper on the burners of her stove to keep them from getting black.</p> <p>Some women wanted to learn to bake a cake.</p> <p>Another person was going to make a cake like ours.</p> <p>Others were going to make a cake with the mixer.</p>	
Table setting	<p>Someone wanted to fix a table arrangement like Sally and I did.</p> <p>Someone wanted to know why we set the table a certain way.</p> <p>A lady wanted to know if we chose the flowers and table mats to go with the dishes.</p> <p>One woman said she was making some place mats at home and asked us about ours.</p>	

Phases of Open House	Favorable	Comments	Unfavorable
Flower arranging		Some people wanted to make flower arrangements like the ones we had.	
Making a lamp		"I think I'll go home and try to make a lamp." One woman was going to make a lamp. Everyone would like to make an electrical lamp and they asked us the price of the adapter. Seemed surprised when we told them there shouldn't be flowers on a lamp shade. Several people said they wanted to make a lamp. Several people would like to learn to make an electrical lamp out of a kerosene lamp. One lady said she had made many lamps but we told her several things she didn't know about lamp shades.	

APPENDIX C

EVALUATION OF OPEN HOUSE

Comments Made by 15 Selected Parents
Visited by Homemaking Teacher

EVALUATION OF OPEN HOUSE

Comments made by fifteen selected parents visited by homemaking teacher

Phases of Open House	Comments	
	Favorable	Unfavorable
Open house a success		
Hospitality		
Guests made to feel at home	We all felt at home. 3 The students made us feel welcome. 2	Would have liked more guidance.
Pupils, good hostesses	The girls did nicely. 5 You had trained the girls so nicely to greet at the door and serve refreshments. The girls acted very nicely. 4 The students were so friendly. 3	
Refreshment table	The table looked so pretty. 2 The centerpiece was so pretty. I liked the different colors you used.	
Refreshments in general	I liked the refreshments. 3 The refreshments were different. 3 The refreshments were delicious. 5 Everything looked so pretty. 3 I had two servings of refreshments.	
Sandwiches, rolled, ribbon, and open face	The sandwiches were so pretty and tasty. 3 The sandwiches were the first I had seen made like that. 3 The sandwiches were colorful.	

Phases of open house	Comments	
	Favorable	Unfavorable
Cookies	The cookies were delicious. 4 I liked the cookies.	
Cranberry punch	I had never had any punch like that. I liked the punch. 3 The punch was good. 4	
Enjoyment of open house as a whole	Just had a wonderful time. 2 It was a wonderful event. 2 I enjoyed it very much. 3 Gave us a chance to see other parents and visit with them. It was as nice as it could be. 4 It was very nice. 2 I liked the open house very much. 5	
Exhibits		
Exhibits in general	I enjoyed the exhibits. 3 They were well planned. You must have spent a lot of time planning them. 2 Were well done. 3 Were clearly explained. 2 I enjoyed the demonstrations best. The demonstrations were good. 5 I enjoyed watching the girls. 2 Nicest affair I have ever seen. 2 The first open house or anything of this kind to be in Stoneville High. They did a grand job of exhibiting the material. 2	

Phases of open house	Comments	
	Favorable	Unfavorable
Exhibits in general, Continued	The students did an excellent job. 2 I didn't know the girls could do so well. 3	
Child care	Child's play area was attractive. 4 Child's center was good. 2	
Modeling garments made for various occasions	The girls did an excellent job on making their dresses. Enjoyed seeing the dresses the girls had made. 3 The dresses were pretty. 4 The dresses were well made.	
Ironing short cuts	The little girl who did the ironing surely did a nice job. 2 The girls did a good job of ironing. 2 The girl who did the ironing made it look so easy.	
Good grooming	I enjoyed seeing the girls wash their faces and brush their hair. 2 Enjoyed watching the girls in the good grooming exhibit. 5	
Pressing techniques	Enjoyed the pressing demonstration. 5 The girl really knew all about the pressing and she had made the skirt she was pressing. The girl did an excellent job of pressing. 3 I thought the pressing demonstration was wonderful. 5	

Phases of open house	Comments	
	Favorable	Unfavorable
Spot removal	Spot removing demonstration was good. 5 I enjoyed seeing the girl remove spots. 3 Everyone liked the spot removing. 2 I liked the spot removing. 2	
Clothing construction	I enjoyed watching the girls cut out and mark the dress. 2 Enjoyed watching the girls fix the pattern. I liked the clothing construction steps. 2	
Color types	Really enjoyed looking at the poster on color types. 2	
Table setting	The table setting was so pretty. 3 The dark, green dishes against the light green table mats made a beautiful table. The table was pretty. 2 The girls did a nice job of arranging the tables. 3	
Salads	The salads were so pretty. 3 Enjoyed the salads. 5 I liked the salad demonstrations. 5	
Deep fat frying	The French fried potatoes were good. 2 Enjoyed seeing the French fried potato demonstration and see how easily they can be prepared. The potatoes were the best I have ever eaten. My potatoes are always too soggy.	

Phases of open house	Comments	
	Favorable	Unfavorable
Deep fat frying, Continued	Enjoyed watching the frying of potatoes. 2 Enjoyed the deep fat frying because I can't ever get them to do right.	
Short cuts in food preparation	I liked the way the girl made the biscuits by cutting them in squares and the way she saved steps by using the utility tray. ←Enjoyed the biscuit demonstration. 5	
Quick method of making a cake with the electric mixer	Enjoyed seeing the girl do the cake demonstration. 5 Was glad to see the quick mix method of making a cake. Was glad to see the electric mixer used. I liked the demonstration on mixing a cake. 5 The girl did a nice job of making a cake. 2 I enjoyed seeing the cake demonstration better than anything. 2	
Decorations for special occasions	The arrangement for the bridal shower was very nice. I thought the decorations for special occasions were just the cutest things. The decorations were pretty. 2 Easter decorations were attractive. I liked the decorations. 2	
Living room remodeled as a whole	Living room really looked pretty. 5 I liked the furniture arrangement. 3 I liked the improvements in the living room very much. 5 Living room was beautiful. 2	

Phases of open house	Comments	
	Favorable	Unfavorable
Refinishing furniture	Varnishing the chest green to match the couch was an excellent idea, so different from using a stain.	
Picture	The picture the girl drew was pretty. 4 The picture makes the room look modern and changes the entire appearance.	
Color scheme	I am so glad you changed the old color scheme to a modern one. 5 I liked the new color scheme in the living room.	
Flower arranging	I liked the flower arrangement. 4 The flower arrangement was different. 5 I liked the stump arrangement. 7 The Chinese arrangement was pretty. 5 The pussy willows were pretty. 2	
Value of homemaking for pupils Subject matter	I'm glad my daughter is having a chance to take homemaking. 2 I want my girl to cook some of the things you had them do at open house. I'm glad the girls learn to sew. I am glad you teach other things than just cooking and sewing. 4 It is nice the girls are learning so much. 3 The girls are fortunate to be learning all those courses. 2 I think you have a lot of good courses. 2	

Phases of open house	Comments	
	Favorable	Unfavorable
Subject matter, Continued	<p>I want my girls to take third year home economics to learn more about foods.</p> <p>I am glad you are teaching all these things because my older girls never had any good training before they married.</p> <p>Home economics is better than any other course because it can be put into practical use.</p> <p>The girls can use these courses when they get married.</p> <p>I'm glad the girls get experience at learning to fix tables like these.</p> <p>Am glad to see the girls do some of the every day tasks and learn some ways of making them easier.</p> <p>I am glad the girls are learning to care for their clothes.</p> <p>Glad we had an open house because it shows what you are teaching.</p> <p>Open house was an excellent idea because so many people think home economics is just plain cooking and sewing and that night everyone saw all the phases.</p> <p>I didn't ever get to take homemaking in high school or I might have not made so many mistakes when I got married.</p> <p>The school didn't have homemaking when I went to school. 3</p>	
Pupils	<p>They learn so much in homemaking. 4</p> <p>The students learn poise and self-expression. 2</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Pupils, Continued	They have such a wonderful opportunity to learn if they will. 2	
Open house, an opportunity to learn	I'm glad my girls can get experience like they did at the open house. 2 The open house was a good experience for the girls to learn. 3	
Open house, a demonstration of what the girls had learned in homemaking	It is good for the pupils to know how to show others what they learn at school. The demonstrations showed you are doing something besides loafing. 2	
Teacher	You have so much patience to work with the girls. 3 You know how to appeal to the girls to get them to do a nice job for you. I am glad we have a teacher interested in the development of the individual girls. 2 I never have the time you have to show my girls anything.	
Teacher and pupils	You really did a lot of work to put it on. 3 You did a wonderful job of planning and working together. 2 You did an excellent job. 5 It is wonderful that you are training the girls to do such jobs in school. You are doing a good job in the homemaking department.	
Homemaking Rooms	The homemaking department has improved so much. 2 Everything is so pretty and clean down there. 2 The department is so pretty. 2	

Phases of open house	Comments	
	Favorable	Unfavorable
Homemaking Rooms, Continued	<p>You have so much nice equipment.</p> <p>That was the first time I had ever been in the homemaking department.</p> <p>Everything looked so pretty. 2</p> <p>The room is so bright and cheerful. 2</p>	
Value of homemaking for Adults Open House, an opportunity to learn	<p>Would like for you to give the open house over again just like you did it.</p> <p>Have another open house and show the same things again; we can never learn enough about them.</p>	
Child's play center	<p>What do you do with children who look at TV all the time and will not do their lessons?</p> <p>How can you keep a boy entertained on rainy days to keep him out of mischief?</p> <p>Do you have patterns for the toys?</p> <p>What type of book should a three year old have?</p> <p>Are the record players very expensive?</p> <p>I enjoyed seeing the toys and books because I need new ideas for Christmas gifts for the children in our neighborhood.</p> <p>Was glad to see the toys for children because I need new ideas for rainy days and anytime the children have to be in the house.</p> <p>Enjoyed seeing the child's play center; my little girl was thrilled with the child's play space.</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Child's play center, Continued	I liked the exhibit on child's care because my baby will soon be big enough to use that type of toys and books.	
Spot removal	What type of cleaning fluid did you use? I can't ever get lipstick out. 3 I was glad to learn how to get chewing gum out. I was glad to see the girls get lipstick out. 5	
Clothing construction	I want to learn to fit a pattern on a difficult figure like mine. 2 I would like to recognize fabrics. 2 I want to know more about dress materials. I want to know more about sewing. 3 I plan to use the tracing wheel for scallops to make them more attractive. I enjoyed studying the clothing construction steps. 3 I liked the tracing wheel. 3 The tracing wheel is new to me. 3 I learned how to put on a collar. I have used Betty's tracing wheel and like it very much. I bought a tracing wheel and use it all the time. 2 I never learned how to sew but I would like to. 2 The way the girls cut and marked the dress looked easy but it would be hard for me. I would like to know more about choosing designs for fat people. I would like to know more about choosing	

Phases of open house	Comments	
	Favorable	Unfavorable
Clothing construction, continued	designs for Betty. She is hard to fit. Do you know of an easy way to put in zippers?	
Clothes buying hints	Enjoyed learning some new ideas for buying clothes. 3 I especially liked the clothes buying ideas. Clothes buying ideas were good because I have to buy most of our clothing.	
Clothes Closet Suggestions	Do you teach about planning closets? I need more storage space in my closet. Will you help me plan a closet for clothes?	
Pressing techniques	Using the brown paper to press is a good idea. I liked brown paper for pressing. I learned that it is important to press as you sew. I always have trouble pressing sleeves. Using the magazine to press sleeves is a good thing.	
Washing a sweater	I was glad to learn how to keep a sweater in shape when washing it. I had always rubbed a sweater too much. She made washing a sweater look easy. 2	
Grooming	I had never realized that washing your face the wrong way could cause wrinkles. I am going to take more pains with my looks. Grooming is important. 2	

Phases of open house	Comments	
	Favorable	Unfavorable
Sandwiches	<p>I was glad to get new ideas to use in preparing sandwiches for parties.</p> <p>We did the ribbon sandwiches for a party using pimento cheese.</p> <p>My daughter showed me how to make the sandwiches.</p> <p>I want to learn more about party sandwiches. 5</p> <p>How did you roll the sandwiches? 4</p> <p>What kind of spreads can you use for sandwiches?</p>	
Cookies	<p>I would like to have your recipe for refrigerator cookies, they were so good.</p> <p>Were the cookies hard to make?</p> <p>I would like to see how you did the cookies.</p> <p>I hate to roll out cookies.</p>	
Punch	<p>How did you make the punch? 3</p> <p>Do you have a recipe for the punch?</p> <p>Was the punch hard to make?</p> <p>Having punch to fit a color scheme is a good idea.</p>	
Refreshments in general	<p>I would like to know more about refreshments. 5</p> <p>I never know what to serve at a party. 3</p> <p>I need to know more about planning refreshments for different age groups.</p>	
Short cuts in food preparation	<p>Square biscuits are a good idea when you're in a hurry. 2</p> <p>Was glad to learn more short cuts in food preparation. 2</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Short cuts in food preparation, Continued	<p>I learned how to save time in making biscuits. 3</p> <p>I have made square biscuits several times. 2</p>	
Salads	<p>My family has been enjoying some salads and they aren't hard to do.</p> <p>I have tried some of the salads. 2</p> <p>The children liked the salads I have made.</p> <p>I hadn't tried any salads before but they pep up a meal more than anything.</p> <p>I have been making salads and like them so much. 2</p> <p>I enjoyed trying the pear salad, they were fixed different from the ordinary way.</p> <p>I was especially glad to hear about coring the lettuce to get the leaves apart without tearing them.</p> <p>My family needs to eat more raw fruit and vegetables.</p> <p>I enjoyed the salads because I am always looking for new ideas to make a meal more tempting.</p>	
Deep fat frying	<p>What kind of fat did you use?</p>	
Quick method of making a cake	<p>I don't have an electric mixer, but I tried the quick mix method by hand.</p> <p>The quick mix method saves so much time.</p> <p>I have made several cakes the way you did at open house.</p> <p>I like the quick mix method, so many recipes are written that way now. 2</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Table setting	<p>I have made some red place mats like your green ones.</p> <p>How do you put monograms on place mats? I learned the kind of material they used. The students explained to me how to wash the place mats.</p> <p>I had never thought of matching flowers with dishes. 2</p>	
Flower arranging	<p>I want to try some of the flower arrangements. 2</p> <p>I have made flower arrangements. 4</p> <p>Do you know a good way to fix daffodils?</p>	
Making a lamp	<p>What kind of shade would do for this lamp? Is this lamp suited to the room?</p> <p>I have an old lamp I want to make over.</p>	
Remodeled living room	<p>Will you let me have the pattern you used in making the slip covers? I want to cover two chairs to use by the fireplace. Could Jean help as a home project?</p> <p>I want to learn more about choosing materials for slip covers. 3</p> <p>I would like to come back and see the living room when no one is around.</p>	
Furniture arrangement	<p>I don't know anything about placing furniture. 3</p> <p>I want to learn furniture arrangement. 4</p> <p>Where could I put our piano to look better?</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Pictures	<p>I want to learn to arrange pictures. 3</p> <p>Do you teach how to choose pictures?</p> <p>Are the pictures in this room hanging right?</p> <p>I would like to know how to hang pictures. 3</p>	
Refinishing furniture	<p>How do you finish end tables? I have an old chest in the attic that might be pretty.</p> <p>Did you use linseed oil on the tables?</p> <p>I have a table I want to paint. How did you do the chest in the living room? 2</p> <p>I need a chest for the girls' room. Where did you get the unpainted chest?</p>	
Color schemes	<p>I want you to help me plan colors for the house when we paint.</p> <p>I don't know anything about choosing colors.</p> <p>I want to learn more about color schemes. 3</p> <p>I would like to know how to plan colors.</p> <p>I hope you don't mind my using some material just like yours to cover our couch with.</p> <p>What color chair would you choose to go with a green couch?</p> <p>I would like to paint but don't know what color to use.</p> <p>I never had any training in planning colors.</p> <p>This room looks so dark, what could I do to brighten it?</p>	

Phases of open house	Comments	
	Favorable	Unfavorable
Decorations for special occasions	<p>I want to try some of the decorations for different occasions.</p> <p>What did you dip the sycamore balls in to make them shine?</p> <p>I want to make some ducks out of egg shells for Easter.</p>	
Meal planning	<p>I would like to know more about meal planning. 4</p> <p>I wish you would show us how to fix vegetables new ways. 4</p> <p>I need ideas for improving my meals. 4</p> <p>My family gets tired of the same old thing every meal. 2</p>	
Equipment	<p>I would like to know more about using my new electric stove.</p> <p>I would like to know what to look for when buying equipment. 2</p>	
Face types	<p>Would like to know more about arranging hair to suit the face.</p> <p>Would like to know how to choose designs to suit the face.</p>	